

Examiners' Report

June 2014

GCSE History 5HB03 3C

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Introduction

This was the ninth series of Unit 3B which is one of four similar Source Enquiries. Each follows a similar pattern with the exception of Question 5 of WOTH in unit 3D. The structure of the paper and the mark scheme remain unchanged. Generally, all that changes is the context provided by the evidence used and the particular focus of the questions provided. This series, the paper focused on the role as volunteers and conscripts during World War II. The lead out question posed the question whether the introduction of conscription was necessary to get women involved in Britain's war effort. The paper was comparable to other units and previous series in terms of the demands made by the questions set. Although with a much smaller entry than the Transformation of Surgery, it was again the third most popular paper in terms of the number of candidates entered.

The paper performed well and there is evidence that most candidates were able to demonstrate positive achievement on all questions. Some of the work seen was exceptionally good and demonstrated a sound grasp of the topic. However, additional recalled knowledge of this topic is less assured than other topics such as the Blitz. In many ways the performance of candidates has continued to improve. The most challenging question was as in the previous series the last, Question 5. However, fewer candidates left this crucial question unanswered and the potential loss of nineteen marks. There is increasing evidence that candidates are using the time allocated for the paper more effectively. Questions 3 and 4 are in the main handled more successfully than was the case in earlier series. There were a number of outstanding responses at the very top of levels. There were however, at the other end of the spectrum a noticeable number of very weak responses. Evidence-based skills and ability to use sources were often better deployed than the candidates' additional recalled knowledge of the topic and subject area. This prevented some candidates being able to access the highest marks of Question 5 at Level 3 and Level 4.

Overall this unit presented few real issues, although additional recalled knowledge was beyond some candidates in Question 5.

Question 1

Overall candidates answered this question well with very few staying at Level 1. Most candidates reached Level 1 with a minimum weak supported inference or Level 4 to 5 with a good supported inference or two slightly developed supported inferences. A good number of responses developed two well and supported one. The majority of candidates were able to identify the inferences of women being vital to the war effort and that volunteers did not produce enough to meet the demand for more women workers. Those who developed two such inferences with support from the source got 6 marks. Poor responses to this question often involved candidates repeating sections from the source without making an inference. Responses that only managed to reach the bottom of Level 3 were characterised by weak and poorly developed inferences.

Compared with last series, candidates seemed more aware that this question needed them to make supported inferences. There were fewer responses where candidates just paraphrased or failed to refer to the source at all. However, a significant number of responses were very simple, with students merely comprehending that women were 'involved' in the war effort and then providing support for this point.

Where candidates did achieve Level 3, they frequently referred to:

- the vital role that women played in the war effort
- the fact that the impact of women was huge
- the fact that the government had become increasingly reliant upon women
- the fact that women were increasingly needed to do what was considered 'men's work' and that they did so with great success.

Good answers tended to summarise that, as the war went on for longer than anticipated and with men away fighting, the war effort could not be sustained through volunteers alone and so conscription of women was vital.

Candidates need to be reminded what this question is asking of them. There were a number of candidates who attempted to address the issue of reliability, but could be given no marks for it. Candidates would be well advised to answer the question posed, not one they want to see.

To perform better on this question candidates need to be reminded to only raise points in their answer that are supportable from the source. If they cannot see evidence of something in the source then it should not be used within their answer.

Perhaps teachers might like to consider the impact of encouraging young people to write 'from this I can infer...'; as this formulaic method of response only works if the candidate is able to draw ideas from a source. Unfortunately, its use only serves to highlight the weakness of candidates who were only able to paraphrase the source.

Answer ALL questions.

Look carefully at the background information and Sources A to H in the Sources Booklet and then answer Questions 1 to 5 which follow.

1 Study Source A.

What can you learn from Source A about the involvement of women in the war effort?

(6)

From the source I can infer that women played a vital role in the war effort and were very involved. The fact that women were conscripted into war work in 1941 - (stated in the source 'The conscription of women was introduced in December 1941'), shows me that perhaps not enough women had been volunteering. The Government's introduction of conscription suggests that women's involvement to the war effort was needed and was of extreme importance.

I can also learn from this source that women contributed to the war effort in a number of ways. I can tell this from the statement "Women were given a choice between serving in civil defence, industry, or services". It shows me that women were involved in a number of ways, there did not

just work in munitions factories.

I can also learn from this source that a huge number of women were involved with the War effort and were willing to help. I can tell this from the line "By mid-1943 the number of Britain's women who were serving... was almost double that in 1918". This suggests that women were much keener to involve themselves with the War effort than they had been in the first world war.



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Examiner Comments

This answer makes several inferences and supports them with reference to the source. It is a solid Level 3 response.



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Examiner Tip

Make one inference with support: 5 marks.
Make two or more inferences with support: 6 marks.
Do not paraphrase the source details.

Question 2

Most candidates seemed clear about what they were required to do for this question. Many wrote about the source persuading the reader to join the evacuation service by showing:

- that women were needed, due to the high number of children to adults and the fact that women filled all of the roles in the poster (truck driver, the woman helping the children to disembark etc)
- that women were important, as shown by the use of capital letters and the range of jobs done by the women in the poster
- that it was their patriotic duty: 'They have also included the words 'civil' and 'national' to create a sense of duty and patriotism in the audience and have included a pretty archetypal countryside setting in order to encourage them to volunteer'
- that the work was glamorous, as shown by the woman in the smart suit at the forefront of the poster, in comparison to the drudgery of everyday life during the war
- the work was fulfilling, helping children who would be scared, taking on men's roles etc
- that this was not a dull job, as shown by the bright and colourful village
- that it is not all alien to them; there are jobs which are familiar such as making the tea for the truck driver
- that women of all ages were needed: 'The artist has chosen not to include the reality of crying children and stressed, tired adults but has instead emphasised the smiling faces to make the work seem cheerful and easy'. The poster includes 3 different women all doing their own service. They range in age and profession, from an elderly lady to a smart professional woman. This encourages the idea that all women were needed and that they all have a duty'
- that it was their duty: 'The artist has chosen not to include the reality of crying children and stressed, tired adults but has instead emphasised the smiling faces to make the work seem cheerful and easy'.

A small but significant number of students seemed unsure about what evacuation was, with some thinking that teachers were needed. Some students also thought the truck driver was a man.

However, increasingly, candidates were able to comment on the image used in this case smiling faces, a friendly dog, colours used and size of fonts to catch the eye.

There were many very well written answers which clearly identified the key features of portrayal. Many answers were hindered by taught structures though so missed the focus of the question. Several different approaches were evident, including: straightforward MOP which meant they missed out portrayal; also 'DIOP' (which probably stood for describe, infer, overall, purpose) which again meant students did not answer the question. A worrying number read evacuation as education. There was also an insistence that evacuation was only about getting the homeless looked after rather than moving children and the vulnerable to safety.

2 Study Source B.

How does the Government get its message across in this poster? Explain your answer, using Source B.

(8)

The message of the poster is that women should volunteer to help in the evacuation service as it is their duty and will have a direct positive impact on the war effort.

The Government gets across the message that it is the duty of women to serve in the evacuation service by including the words 'National Service' in the bottom corner. These words were also used to refer to men fighting in the army as part of their 'service' and so would make women readers feel a sense of patriotism and encouragement to play their role in the war effort. Moreover, it implies that, like the men fighting in the war, it is their duty to help with the evacuation process, and so effectively gets this message across.

In addition, the message that helping in the evacuation service will positively impact Britain is implied by the smiling children in the image. The fact they are smiling suggests that although evacuation

could be a distressing time for children, the work the women would do would help reassure ~~and~~ them and hence, this could encourage women to sign up.

This would be effective as the poster is a piece of government propaganda aiming to encourage women to help the evacuation service.

Moreover, by including the words 'civil defence' it could make women feel respected and as if they have a significant role in the war effort, thus encouraging them to sign up for a sense of worth.

This is ~~your~~ message that women are important in the war effort is further reinforced by the fact the woman in red appears to be wearing a smart uniform, implying the work done by women would be acknowledged as a real, respected job and so this would effectively boost the desire of women to offer their services.

The final command 'offer your services' also implies the message that women, although the service was voluntary, should help and that help is urgently needed, communicating the importance of the work.

(Total for Question 2 = 8 marks)



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Examiner Comments

This is a solid Level 3 response that focuses on the impression the artist tries to give of the evacuation of children and makes effective use of the source in support.



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Examiner Tip

Decide what impression is being made before you attempt to answer the question.

Use information and details from the source that support the impression given.

Comment on how the language used/ picture details support the impression.

Question 3

Question 3 was perhaps the most problematic. Many candidates still take each of the 3 sources and evaluate them in isolation. In doing this they still come up with a reasonable answer especially when there is a valid conclusion that sums up extent. Better candidates did manage to integrate their cross-references as they analysed the sources and the best candidates did at the same time make valid comments about the provenance of each source whilst linking this to the question.

Candidates commonly wrote about the nature of the sources in order to answer this question and have clearly 'rehearsed' the values and limitations of newspapers, photographs and secondary texts. However, many made the simplistic and questionable comment that primary sources are more reliable as the author was there, whereas secondary sources are not reliable because the author was not.

Many candidates were able to very effectively use the content of the sources to support and refute that childcare was the main reason stopping women from doing war work. The sources were highly accessible, particularly those which supported the hypothesis.

From C, candidates gleaned that childcare was such an important issue that it was taken up by the Ministry of Labour. Some candidates then cross-referenced this with D by noting that despite this, any actions had been a failure as women still had to take up the issue themselves in 1942.

With regards to Source C, candidates inferred that women were passionate about war work, as shown through their demonstrating in order to get nurseries established. Moreover, they noted that the presence of children at the demonstration emphasised the need for childcare.

Candidates also successfully cross-referenced by referring to the fact that 'people tried to change things', giving examples of the Ministry of Labour in C and the women themselves in D with regards to childcare and advertising to make women want to work despite the poor conditions in E.

Some students wrote that E showed that 'women chose not to work'. However, they then failed to expand on this and really make full use of the source. Others stated that 'E implies many reasons but not childcare'. This often followed very thorough considerations of childcare in C and D, which was disappointing.

Many candidates successfully went through each source in relation to the question and then cross-referenced in the conclusion.

Examiners often look hard for evidence of cross-referencing when it is rarely there. Where a student made a perceptive comment, seeing a nuance such as 'May be' on Source C and mothers wanting work on Source D it was very refreshing. Most concentrated on content rather than NOP and few made a reasoned judgement.

The key to this question is cross-referencing. Candidates are not able to access Level 3 without it, and few answers attempted it successfully. This suggests candidates are not at ease with this question. Many candidates are taking the sources one at a time (eg 'Source E says... Source C says... Source D shows...'), even extending this to their conclusion (eg 'Overall Source B says... Source C says... Source D shows...'). Merely summing up what has already been said in a conclusion does not count as successful cross-referencing.

Candidates are increasingly using connectives words and expressions while still in Level 2, which suggests they are getting good at technique, but still do not have the actual skill of cross-referencing. This is a question that would benefit from repeated practise with teachers, because there is a significant portion of marks available (10) and the majority of answers stay at Level 2.

The same is true of some well-expressed detailed answers which thoroughly deconstruct the content and the NOP of the sources in quite a sophisticated way, but fail to cross-reference.

Some candidates attempt to cross-reference each source with the question. It would be better if candidates focus instead on cross-referencing the sources with each other.

The majority of Level 2 answers on this question were descriptive, whereas Level 3 answers were using the sources to support an argument they were making. This is a skill which centres would benefit from teaching their candidates, as it will help candidates access higher levels in not only this question, but also Question 5.

Where only NOP or content was addressed, it was nearly always content that candidates covered. Candidates are clearly still very unsure how to effectively deal with NOP in a way that goes beyond simple statements of reliability based on primary/secondary evidence being reliable or not. Many candidates found making links between the content of the sources in order to provide a clear cross-reference challenging. Answers often followed a formulaic structure, plodding through the sources, identifying elements of support and/or challenge. Candidates needed to identify areas of support and then challenge by linking/combining elements of the content of Sources X, Y and Z together to produce a clear, focused answer. Using phrases such as 'which agrees with' or 'which supports the opinion' and judgement phrases such as 'to an extent' or 'partially agrees with/supports' would be helpful. Candidates need to realise that in order to achieve high marks for this question less is more.

Candidates should ensure that they read the sources, and their origin, carefully before beginning their answer.

3 Study Sources C, D and E.

c - support D - support.

How far do Sources C, D and E suggest that the problem of childcare was the main reason stopping women from doing war work? Explain your answer, using these sources. ^{E - challenge}

(10)

Source C ^{strongly} supports the idea that childcare was the main reason ~~that women~~ stopping women from doing war work. It supports this idea as it is an article in the newspaper during the time of the war that states that women may be unwilling to volunteer until they have childcare for their children. This source suggests that women didn't just simply not want to work and help their

country; they couldn't work as they had no way of ~~looking~~ having their children looked after.

Similarly source D also strongly ~~supports~~^{suggests} that the problem of childcare was the main reason stopping women from doing war work. It suggests this as it's a photo taken in 1942 during

(Question 3 continued) the war of a demonstration by mothers asking for childcare. All of the mothers have their children with them which further supports that there is no childcare as they are ~~bringing~~ bringing them to a demonstration. The women's signs say things such as 'we want war work, we want nurseries' and 'nurseries for kids! war work for mothers!' This further suggest that women want war work but the issue of childcare stands in the way.

However source E challenges the idea that the problem of childcare was the main reason

stopping women from doing war work.
Source ~~B~~ E is a retrospective take
on the Homefront 1939-45. This
source presents the idea that women
simply didn't want to work in
a different industry even though
it was vital to war effort.

This suggests that childcare wasn't
the main reason that women didn't

(Question 3 continued) do war work ~~and~~ ^{source E} as A says
~~as~~ many women were already
working, just in different
industries that weren't vital to
the war effort. This meant that
childcare couldn't of been an
issue if women were already
working. However source E is
a retrospective view, unlike sources
C and D that were created during
the time meaning that things may
have been forgotten or even left
out. ~~as it was not created during~~
~~the time~~. The title of the source is
'The hidden history of the Home
Front', suggesting that it's going
to 'dish the dirt' on the things
that people didn't know went on

possibly exaggerating and twisting things to fulfil its purpose.



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Examiner Comments

This is a well-argued Level 3 answer that effectively cross-references all three sources to produce a balanced judgement. In doing so, the response makes use of extent and nature of the support given.



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Examiner Tip

Make sure you cross-reference between all 3 sources.
Avoid simply writing what each source shows.
Make use of both content and NOP in your answer.

Question 4

Question 4 saw most candidates attempting to tackle both the information given by each source and comment on the reliability. Many candidates however scratched at the surface of both elements. Some described the source without saying why this information was useful. Some candidates still use taught responses on provenance without developing their points. Staged photographs were mentioned by most but many failed to say why the government would want to do this. Also candidates failed to mention how a biased or exaggerated source could still prove useful to an historian.

Some students took a very narrow view of the term 'war effort' and dismissed Source F as it did not refer to women working outside of the home. 'Source G shows that women volunteered away from home. Source F just shows women doing their traditional role'. The best answers were those which appreciated that the 'war effort' was more than just factory work.

Many candidates made effective use of the provenance of F, arguing that it was useful because it is a national magazine, which could suggest that the views were representative of women all over Great Britain. Candidates also noted that due to the provenance of F, it would have been written for a female audience, which could have led to an emphasis on the importance of the contribution of women. Candidates were very well versed on how useful G was, with reference to its provenance, commenting on it being; a snapshot, possibly staged etc.

Candidates often used the content as well as the provenance, which was well handled and well-focused on utility. Many noted that F showed 'expectations of women rather than their actions'. However, many thought that the full-time work referred to was that outside of the home. They then compared this with G, which showed 'what they actually did rather than suggestions' and an example of one job, rather than the range of tasks according to F. Candidates also commented on the involvement of women of all ages and the fact that women were contributing no matter how boring the tasks.

4 Study Sources F and G.

Is Source F or Source G more useful to the historian who is investigating the contribution women made to the war effort? Explain your answer, using Sources F and G.

(10)

Source F is used to encourage people to join the war as it is from a 'good housekeeping magazine' which suggests how the role of women should be like during the war effort whereas Source G is a photograph showing how women contributed during the war effort by making nets for camouflage. Therefore, Source F is useful as it shows and encourages women how they are portrayed without work. 'much of your work is taken for granted.' This phrase shows how some women will not like being taken for granted therefore will change and help with war effort to show that they're strong. Source F is

useful as it shows the voluntary work women participated in, in order to help with the war effort and give men the better tactics and protection in order for them to win the war. Both sources are also, not useful as source F doesn't show any work that women did as its purpose is to persuade and encourage women to help with the war but source G does show women contributing but only a number of them, what did the other women do, and what were their opinions? Both sources lack in key information which shows how they're both useful and not useful.

(Question 4 continued) Source G is a photograph which clearly infers that the government are associated with it. This is because, the government use censorship in order to hide away facts. They also use staging to encourage and influence women to contribute with the war effort. This is useful as it allows other women to see the conditions, ~~and~~ equipment and how women have in participating however it's not useful and by staging the photograph, the government hide away the reality which may be useful to women but not historians as it doesn't suggest the problems and hardships women faced. ^{Similarly} ~~in comparison~~, source F is made and published in a magazine which shows how, yet again the government had some sort of an impact on hiding away the truth. This is effective

as it allows women to see what they can do in order to help with the war effort ~~however~~ and allows them to see how they can have somewhat of a higher status than before and treated with some respect which they weren't given before the war started. Therefore this shows how it was useful as it encouraged women's view points to change however it has staged therefore key facts could've been hidden which shows that the historian will lack in information of women contributing towards the war effort. Source K was published in 1941, during the

(Question 4 continued) ~~and~~ ~~in comparison~~ Source G was also published during the second world war, in 1942 which suggests both usefulness and unusefulness. Firstly, it's useful as it shows the amount of ^{women} people that contributed and helped in the war at that specific semester of time however it only shows what some women did and not all. Both the purposes for the sources are different as source K is published to encourage women to join the war effort in comparison source G is showing what the role of women were like.

Altogether, I believe that both sources are limited in the amount of information given but personally I think source G gives a better understanding of the contribution made towards the war, by women

and how this helped because it clearly shows what they did / their job to make nets for camouflage however source G shows how women's ~~could~~ lives could change, if they contributed and doesn't give any examples or overviews of contributions made.



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Examiner Comments

This response looks at what both of the sources show and examines how their nature can determine their value. It achieved a Level 3 mark.



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Examiner Tip

Make use of both content and the Nature, Origin and Purpose of each source.

Sources that are nearer the event are not necessarily more useful or reliable.

Avoid simple comments about primary and secondary being better or worse.

Question 5

Question 5 provided some detailed lengthy answers. Many candidates used the words 'from my own knowledge' but would then go on to mention very general comments or information that could be found on the paper. Very few candidates reached Level 4 because of lack of ARK. A couple did give some local history on how the women acted in their area, which was interesting. Generally there were some good attempts to get to grips with the question and more candidates were reaching Level 3 by both analysing the sources and addressing the idea of extent.

There was some evidence that some candidates, pushed for time, left this question unanswered so as to answer Question 5 in some detail. This is not a recommended examination technique.

The majority of candidates answered the question and used at least some of the sources, although they also failed to include any own knowledge. However, there was also a significant number of candidates who did not answer the question set, instead choosing to consider whether it was necessary for women to be involved.

Candidates made effective use of Sources A and E to show that conscription was necessary, although some were less sure about how to incorporate H into this answer and sometimes this was supplemented with another/different source, commonly C and/or D to show that it was not conscription but childcare that was necessary. Candidates frequently thought that Source H showed that conscription was a success and failed to note that the source was referring to volunteers and thus offered an alternative argument. However, when candidates did note the alternative argument in H, they frequently also brought in G to support this view.

Candidates were very good at using the sources and focusing on the question, although some would have secured higher marks if they had expanded upon what they had found in the sources as some answers were too brief. Commonly, candidates referred to the last line of E in support of the statement, without noting the reasons given in the source to explain why more women were needed in industries which were considered to be vital to the war effort.

Where candidates included own knowledge, this tended to be about the Land Army, women and strike action or figures relating to women in the factories. It was surprising that candidates noted figures relating to women volunteering in the war. Some candidates also tried to pass off information from the sources as 'ARK'.

*5 Study Sources A, E and H and use your own knowledge.

Spelling, punctuation and grammar will be assessed in this question.

'The introduction of conscription was necessary to get women involved in Britain's war effort.'

How far do you agree with this statement? Use your own knowledge, Sources A, E and H and any other sources you find helpful to explain your answer.

(16)

From source A, I can tell that the conscription was necessary to get women involved in Britain's war effort. Source A shows that conscription of women in December 1941 was reasonably fair as they were given a choice between when

they can work furthermore Source 4 also shows that during the time between the first world war and the second world war the number of ^{women} Britain doubled, for essential such as industrial purposes. However Source 4 must show a weakness because surely if women weren't going to help the war effort then conscription must of forced to affect the war effort somehow, the evidence is that 'by mid-1943 the number of British women had double than in 1918'. In addition Source 4 shows that conscription was necessary to get women involved in Britain's war effort. Source 4 supports this by stating that women were asked to help others and ^{prevent} emergencies by doing an excellence job. This is significant because it shows that even if women didn't/couldn't work in munitions then they could operate and help the war effort by supporting others. For example Source 5 states that the WVS helped local authorities and the homeless. By doing so they are helping create more people to join the war effort. Furthermore they provide mobile canteen for Air raid Precautions and other war workers. This shows that the introduction of conscription wasn't entirely ~~ness~~ necessary as the women were already helping.

On the otherhand source E portrays as being necessary because it states that 'it was not easy to persuade women to move from less important jobs to vital industries to enhance the war effort'. This is evinced by source E also saying that women were found these new jobs partly being due to the boring and unpleasant nature of much of the work. In addition source E supports the role of conscription of women by showing that advertising campaigns were run during 1941 to increase the workforce and altho the war effort. An example of a campaign is the 'War Work Week' parades.

To conclude, overall the base introduction of conscription was necessary because source E states that women were not willing to move to an unpleasant job and one that would often have 12 hour shifts 7 days a week. Also conscription was tried to be made fair as the women were often conscripted given the choice on what to work as. However some womens groups such as the Women's Voluntary Service (WVS) was already established before conscription in 1941, this is shown in source H. This shows that women were already helping the war effort in 1940 before conscription of women by 1941. This states that conscription may

not have been necessary, however conscription was necessary as women were often unwilling to join.



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Examiner Comments

This is a solid Level 4 response that produces a sustained argument, making effective use of both sources and additional recalled knowledge (ARK).



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Examiner Tip

Answer Question 5 with enough time to spare as it is worth 19 marks.

Use both the sources indicated as well as ARK in your answer.

Ensure you to make a judgement on how far you agree with the statement.

Paper Summary

Based on their performance in this paper, candidates are offered the following advice:

- plan to use your time well, spending longer on high mark questions
- answer all 5 questions
- make two or more inferences on Question 1 and support them by using the source
- decide what the impression/message is in Question 2 before answering the question
- cross-reference the three sources in Question 3 and comment on content and NOP
- use both sources: content and NOP.

Grade Boundaries

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